Perception of Teachers Regarding Expert Power of Teachers

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ABSRACT

The purpose of the study was to find the expert powers of teachers. A teacher should be expert to his/her subject and should explain things in proper way. The objectives of the study were to explore expert power of teachers in order to know that how teachers face their students. The target population of all teachers was 200 teachers teaching in the schools. A random sampling technique was used to select teachers from different schools in the Khyber Pakhtunkhwa of Pakistan. Seven schools were randomly selected to participate in the study in order to achieve the desired sample size. A five-point questionnaire was designed by the investigator for use in measuring selected variables.

Data collected on the above-mentioned five-point scale were collected, tabulated and analyzed by using percentage method. On the basis of analysis it was concluded that majority of the teachers strongly agreed that their students considered them as knowledgeable and competent, excited about what they teach, gave surety to their students about what they are explaining to them. Teachers were agreed that students respect those teachers who gave care and reward to their students.

Key Word: expert power, University of Peshawar

INTRODUCTION

For most teachers confronting some sort of behaviour problem is a daily occurrence. This problem may include simple infraction of school or classroom rules, or they may involve more serious events, including disrespect, cheating, obscene words and gestures, and the open display of hostility.

It is important that the management of classroom begin with developing trusting relationship with your students. Without mutual feeling of trust and respect, the teacher is unable to assume the role of an instructional leader in the classroom.

To establish oneself as an effective leader one will have to gain his/her students' trust and respect. But how ? (French and Raven, 1959) provided a way of looking at how one earns respect by asking the question, "How does one achieve social power?" They identify five types of social power or leadership a teacher can strive for: expert power, referent power, legitimate power, reward power, and coercive power, (Raven, 1974).

Certain individuals become leaders and perceive them as experts. Successful teachers have expert power. Their students see them as competent to explain or do certain things and as knowledgeable about particular topic. Such influence is earned, rather than conferred by virtue of having particular title. Teacher with expert power explain things well, shows enthusiasm and excitement about what they teach, and appear confident and self assured before their classes (Raven, 1974).

Students often accept as leader teachers whom they like and respect. They view such teachers as trustworthy, fair, and concerned about them (Goodlad, 1984). The term referent power is used to describe leadership earned.

One often hears teachers say that would rather be respected than liked, as if these two consequences were mutually exclusive. Research by Soar and Soar (1983) suggested that teachers can be both respected and liked. Glasser (1983) emphasizes those students' needs for belonging in a class will more likely be met by teacher who is perceived as both warm and competent.

Some roles carry with them influence and authority by their very nature. Police officers, presidents, and judges exert social power and leadership by their very titles. Influence in such cases may be conferred by the role itself rather than being dependent on the nature of the person assuming the role. Savage (1991) referred to this type of power as legitimate power and, unlike expert and referent power, it may not be earned. Teachers possess a certain degree of legitimate power. Legitimate power, therefore, gives the new teacher some 'breathing room' during the first few weeks of school. Most students will initially obey and accept the authority of a new teacher by virtue of her or his position of authority.

Individuals in position of authority are able to exercise reward power in relation to position to the people whom they lead. These rewards can take the form of privileges, approval or more tangible compensation, such as money. To the extent they students desire the rewards conferred by teachers, teachers can exert a degree of leadership and authority. There is, however, a relative paucity of rewards available to teachers and a great number of rewards available to students without the aid of as teacher. Students who don't care much about good grades or teacher approval are difficult to lead solely by exerting reward power, since students can attain outside of school much of what is reinforcing to them. In such cases some teachers resort to using tangible reinforces such as access to desired activities, objects, and even food. One will examine some of the ways one can use reinforcement in your classroom. One will learn that reward can be an effective tool in the classroom but cannot substitute for referent and expert power.

Through state and local government, teachers are allowed to act in loco parents, i.e. in place of the parents. Consequently, within limits school can punish students who defy the authority or leadership of the teacher by such techniques as suspension or expulsion, denial of privileges or removal from the class. Teachers who rely on such techniques to maintain school power in their classroom are said to be using coercive power. Use of coercive power may stop misbehaviour for a time, but this will sometimes be at cost of developing trust and meeting student needs. Overreliance on coercive power

has the danger of increasing attitudes that may lead to the formation of subgroups antagonistic to classroom objectives, group cooperation and achievement.

While each of these sources of power, when properly used, is a legitimate tool for managing the classroom, teachers, especially new teachers, should work to quickly achieve expert and referent power. One can achieve expert power by keeping up to date with developments in ones teaching field, completing in-service and graduate programs, attending seminars and workshops, and by completing career ladder and mentoring activities provided by your school district. From your very first day in the class you can exhibit referent power by giving your students a sense of belonging and acceptance.

The social power which a teacher can strive for are expert power, referent power, legitimate power, reward power and coercive power to manage the classroom effectively and facilitate learning in the class. In the light of above discussion the overall purpose of the study was to explore "Powers of Teachers to Manage Classroom Effectively" in the schools. The objectives of study was to explore the expert power of teachers

METHODOLOGY

The overall purpose of the study was to explore the powers of teachers to manage the classroom effectively. Thus the nature of the study was descriptive.

POPULATION AND SAMPLING

The target population of all teachers was 200 teachers teaching in the schools. A random sampling technique was used to select teachers from different schools in the Khyber Pakhtunkhwa of Pakistan. Seven schools Warsak Model School, Asbar High School, Islamia Collegate School, AUPS, Zareef Memorial High School, UMS and Peshawar Public School were randomly selected to participate in the study in order to achieve the desired sample size.

According to Gay (1996), cluster sampling is more convenient when the population is very large or spread out over a wide geographic area. Sometimes it is the only feasible method of selecting a sample.

INSTRUMENTATION

A five-point questionnaire was designed by the investigator with the help of supervisor for use in measuring selected variables. The questionnaire for teachers consisted of 39 items along with personal data. Item numbers 1 to 6 were related to expert power of teachers, item numbers 7 to14 were related to the referent power of teachers, All of the items were on five-point scale.

3.3 DATA COLLECTION

The Total Design Method (TDM) of conducting surveys (Dillman, 1978) was followed in all stages of the questionnaire construction and implementation process. The copies of the questionnaire were delivered to the teachers of each school selected for the study. Seven schools were selected for this purpose, UMS (University Model School), AUPS (Agricultural University Public School), Warsak Model School, Asbar High School, Zareef Memorial High School, Peshawar Public School and Islamia Colligate School.

As per the schedule, a total of 200 questionnaires were sent to teachers in January 2011. Usable questionnaires were returned for a response rate of 75%. Because a number of questionnaires were returned incomplete and there was no way to conduct appropriate follow-up procedures to control non-responses, the results of the study can only be generalized to the 150 teachers who provided usable data.

3.4 DATA ANALYSIS

Data collected on the above-mentioned five-point scale were collected, tabulated and analyzed by using percentage method.

CONCLUSIONS

In the light of results the following conclusions have been drawn. The present study revealed that majority of teachers with expert power felt no difficulty in explaining things, excited in teaching, considered knowledgeable and competent. They seemed expert from their body language. Students liked those teachers very much that had

referent power and expert power. Students liked some teachers very much, respected them and wanted them to become their leader. Teachers were trustworthy and caring towards their students.

The teachers with whom students were sharing their problems were considered respectable. Teacher having referent power was respected more by the students. Teachers possessed a special degree of valid power; society wanted them to be respected.

DISCUSSION

The proposed study was to explore 'Powers of Teachers to Manage Classroom Effectively'. The objectives of study were to explore the powers of teachers.

Some socio demographic variables do not appear to be associated with 'Earning trust and Becoming a Leader to Manage Classroom Effectively' i.e. name of teacher, qualification, and experience. The study investigated five main powers of teacher's i.e. expert power, reward power, legitimate power, referent power and coercive power. The study results in the light of teachers revealed that majority of teachers was of the opinion that students want their teacher to be trustworthy, humble and affectionate. This idea also supported French & Raven (1974) idea that an effective teacher should be trustworthy and respectful.

An immense number of teachers were agreed that students want their teachers to be caring and loving. These findings supported idea of Goodlad (1984) that teacher should be fair and caring, they should solve the problems of students.

Data collected in this study found that most of the teachers were disagreed to the statement that teacher can be both respected and liked. This result rejected the Researcher's Soar and Soar (1983) view that teacher can be both respected and liked means that students respect that teacher very much that satisfy the students well.

A great number of teachers were strongly agreed to the statement that students want their teacher to be competent and knowledgeable. This result encourages Glasser (1986) that students will take more interest in the class if the teacher is competent.

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